

# **Strengthening Equitable Practices in the Lowell Public Schools**

**November 4, 2020**

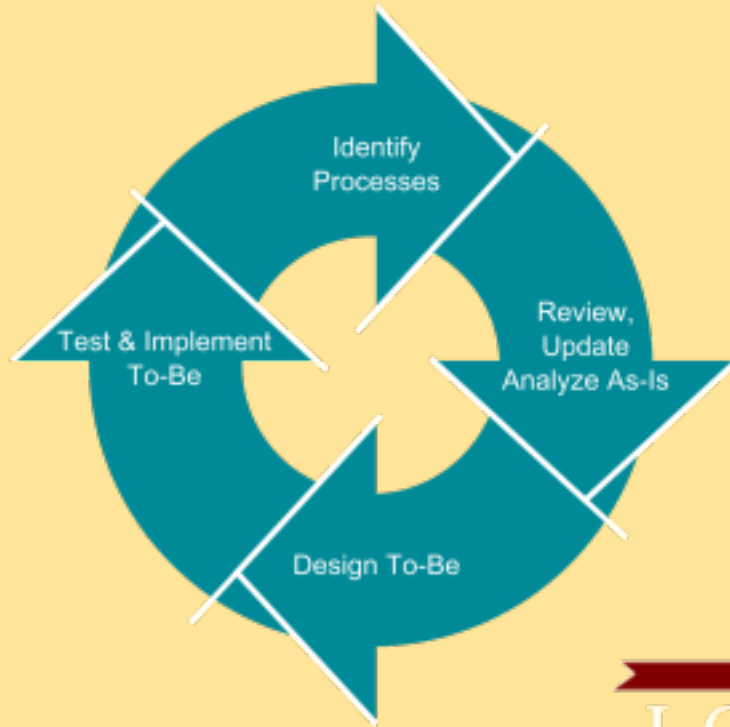


# Objective

Discuss the logistics and the  
and technical pieces of the  
new reporting form and  
protocol for Discrimination,  
Harassment, Racism  
grievances



# The Process



- Conducted virtual student listening forums with LHS students
- Accessed school climate practices and discipline data
- Engaged in dialogue with district working groups and task forces regarding culturally relevant practices

# Findings



- Students in listening forums reported feeling that some staff and school administrators are biased against, and mishandle, their complaints and grievances.
- No clear system for reporting racism or discrimination.
  - Students felt that administrative response to grievances lacks equity and fidelity.
- Significant disparities in school disciplinary measures between students of color and their white counterparts.
- Students reported needing a more structured and sustainable outlet for students to be heard or to advocate for student voice and student rights.

# Action Steps

- New protocol for reporting acts of discrimination, harassment and racism\*
  - Not only racism
  - Separated from bullying
  - Definitions
- Cultural responsiveness & anti-racism training



# Protocol for Reporting Grievances



## Required components:

- Robust and equitable
  - Takes into account all offense scenarios and role players (including staff) & delineates process in detail
- Delineates flow chart reporting system
  - To ensure designee and co-designee
- Consists of accountability measure that makes grievances and process visible to school leaders and the equity department
  - Eliminates bias, discretion, and process happening in silos

## **Required Procedural Components:**



- Reporting discrimination, harassment, racism
  - Reporting by staff
  - Reporting by students, families, others
- Responding to a grievance (safety)
- Obligation to notify others (Investigators & Admin)
  - Notice to parents or guardians
  - Notice to other district (if involves students from another district)
  - Notice to law enforcement (at school leaders' discretion)
- Investigation conducted by school leader or designee
- Determinations
  - Determine what remedial action is required
  - Determine what responsive actions/disciplinary action is necessary
  - Determine whether restorative practice could be utilized as an accountability measure.

# Next Steps



- Staff & administration receive training to support the new reporting protocol (Nov 3rd)
- Students are made aware of new reporting protocol
  - Preferably during advisory or seminar for secondary schools
  - Forms and form links are accessible to all students throughout the building
- Families are made aware of new policy and protocol
  - Forms and form links are made accessible to families via current communications methods
- School Climate Teams assembled as designated groups to address climate needs and access efficacy of school practices
  - Should work in concert with designated district personnel to recommend and implement SEL & RJ Practices